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ABSTRACT

In 1988, the Jefferson County Public Schools, in Louisville (Kentucky), received an initial planning grant from the Program for Student Achievement of the Edna McConnell Clark Foundation to focus on three "highs" in education--high content, high expectations, and high support. The school district chose three middle schools to participate in this reform project due to their large populations of disadvantaged youth. These schools extended this "high" concept to include high involvement and high energy and adopted the High-Five logo as a visible reminder to staff and students. During the grant period, the Kentucky legislature enacted the Kentucky Education Reform Act (KERA). The staff of the project schools found that their reform efforts closely aligned with the KERA objectives, and this alignment gave them an advantage in meeting the KERA expectations. Progress toward the High-Five goals and the KERA mandates is detailed. Evaluation of the efforts at the three schools has demonstrated the importance of staff development and the need for more programs and activities that focus on practical and real life experiences for students and teachers. A number of instructional strategies and processes were found to support project goals. Increasing numbers of teachers are becoming devoted to program ideals and goals. Two graphs and 25 tables illustrate program achievements. (SLD)

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HIGH5

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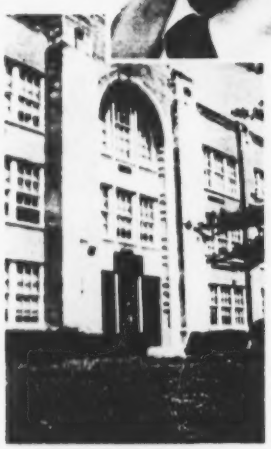

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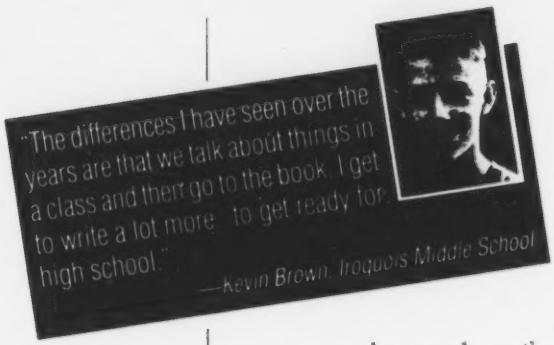
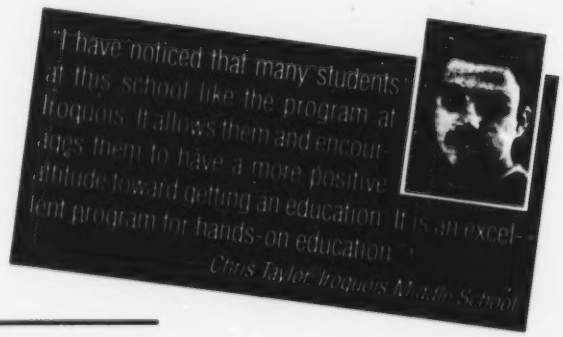
Edna McConnell Clark Foundation and the Jefferson County Public Schools


"The differences I have seen over the years are that we talk about things in a class and then go to the book. I get to write a lot more, to get ready for high school."
—Kevin Brown, Iroquois Middle School

"But do you know what we found out? There is no quick-fix. We started into this thing looking for a program to put into place to cure everything. There's a bunch of different programs. ... It's an attitude change!"

"One of the biggest changes I noticed around this school is that more people present at conferences, and more people write and gain funding through grants. There are outside organizations who seek us out because they want to be involved in what is happening."

"I realized that it wasn't the kids who had to change, but me."


"I have noticed that many students at this school like the program at Iroquois. It allows them and encourages them to have a more positive attitude toward getting an education. It is an excellent program for hands-on education."
Chris Taylor, Iroquois Middle School

"I think we have come a long way in getting to the root of the problem, which was our attitude."

Edna McConnell Clark Foundation and the Jefferson County Public Schools

After six years of training, restructuring, and planning, made possible through the Edna McConnell Clark Foundation, teachers and students at Iroquois, Southern, and Western middle schools in Louisville, Kentucky, often speak these words in classes, meetings, and discussion groups. These quotes and other similar quotes throughout the report represent how the perceptions and attitudes of the staff and students have changed since 1988.

In 1988, the Jefferson County Public Schools in Louisville, Kentucky, received an initial planning grant of $10,000 from the Program for Student Achievement of the Edna McConnell Clark Foundation in New York City to focus on the three "highs"—high content, high expectations, and high support. The District chose Iroquois, Southern, and Western middle schools to participate in this reform program due to their large populations of disadvantaged youth.

During the planning year, the three schools extended the three "highs" of the Edna McConnell Clark Foundation to include high involvement and high energy. As a visible reminder to staff, students, and community, the schools adopted the High^5 logo (high content, high expectations, high support, high involvement, and high energy). Also, in this planning year a planning and implementation team composed of administrators and teachers from all three schools and the Central Office became overseers of the project.

During the first two years of the project, the entire school community dedicated a great deal of collective time and energy to establishing a climate for change in the three schools and to convince the staff that they could, in fact, make a positive difference in the lives of urban middle school youth. The focus of the staff development concentrated on the project "highs," especially high expectations and high content, and teachers participated in staff development, training sessions, and retreats that supported these "highs."

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Edna McConnell Clark Foundation and the Jefferson County Public Schools

As the schools met success in high expectations, the staffs recognized the need to focus their attention on high content, high involvement, and high energy. Teachers and staff chose programs and initiatives that stimulated student interest and encouraged students to remain in school. Extensive staff development involved teachers and staff in 35 different programs between the years of 1989 and 1993, and each teacher received training in at least three new learning strategies. These programs included new strategies and classroom activities as a focus for strengthening the content areas. As a result of such training and the implementation of these programs, a need developed for teacher support groups in each of the schools to help facilitate the implementation of these programs and to lower the frustration level of trying new techniques and strategies in isolation. Teachers helped establish collegial groups, such as the Math Council and the Science Alliance, which not only serve as support groups but as learning centers in the content areas.

The staffs decided to restructure their schools by changing their administration, by redesigning the school day, and by reallocating teachers' planning time. Iroquois' and Western's former counselors and assistant principals became grade administrators who now handle counseling matters as well as discipline procedures. Through this restructuring, the students' needs are met and the grade administrators, who work with a limited number of teacher teams in the school, are more effective in dealing with students. Each school restructured its teams to provide flexible scheduling and block scheduling, allotting more time for projects, collaborative planning, and thematic teaching.

During the period of the grant, the Kentucky Legislature enacted the Kentucky Education Reform Act (KERA). While studying the expectations of KERA, the teachers and staffs of Iroquois, Southern, and Western found their restructuring initiatives closely aligned with KERA, and this alignment actually gave them an advantage in planning to meet the KERA expectations. Through the assistance of the Center for Early Adolescence, the teachers formed FOKUS (For Our KERA Understanding and Support) to explore the similarities of KERA outcomes with the High[5] programs and strategies.

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Edna McConnell Clark Foundation and the Jefferson County Public Schools

The High[5] programs provide resources for the staffs to receive training in new strategies and activities in order to reach the goals of the project as well as the goals of the Kentucky Education Reform Act. The school staffs, with the guidance of the FOKUS Committee, evaluated the effectiveness of the programs in relationship to the goals of KERA, the middle school vision, and the assessment strategies used in KERA. The following chart indicates the relationship of the programs to the six KERA goals.

Primary Interface of High[5] Programs with KERA Learning Goals

Program	Goal 1 Communication and Mathematics Skills	Goal 2 Science, Social Studies, Humanities, Practical Living	Goal 3 Self-Sufficiency	Goal 4 Responsible Group Membership	Goal 5 Thinking and Problem-Solving Skills	Goal 6 Integration of Knowledge
Algebra Project	•			•	•	•
Children's Express	•			•		
Cooperative Discipline			•	•	•	
Cooperative Learning	•	•		•	•	•
EPIC			•	•	•	
FOKUS					•	•
Foxfire		•	•	•		
Homework	•	•				•
HOTS	•				•	•
Integrated Language Arts	•		•			•
Invitation to Invention	•	•				
Job Shadowing		•			•	•
Mathematics	•			•	•	
MDC		•				
YES/Service Learning			•	•		
Peer Tutoring	•	•		•		
PROMMISE		•				
Science		•			•	
Social Studies		•				
Socratic Seminars	•			•	•	•
Writing to Learn	•					
Youth Services Centers		•	•			

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The school staffs also studied the programs in relation to the middle school vision of Jefferson County Public Schools. The following chart indicates how the programs help meet this vision.

Primary Interface of High[5] Programs with Middle School Vision

Program	Academic, Social, Emotional and Physical Development	Equitable Educational Opportunities	Diversity and Common Values	Post-Secondary Preparation	Action-Oriented Learning Processes	Alliances with Parents and Community
Algebra Project	•			•	•	
Children's Express	•				•	
Cooperative Discipline	•		•			
Cooperative Learning	•	•	•		•	
EPIC	•		•			•
FOKUS	•				•	
Foxfire	•				•	•
Homework	•			•	•	•
HOTS	•				•	
Integrated Language Arts	•			•		
Invitation to Invention	•					
Job Shadowing		•		•		•
Mathematics	•			•		
MDC				•		
YES/Service Learning			•		•	•
Peer Tutoring		•	•			
PROMMISE	•	•	•			
Science	•			•		
Social Studies	•			•		
Socratic Seminars	•				•	
Writing to Learn	•					
Youth Services Centers						•

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Edna McConnell Clark Foundation and the Jefferson County Public Schools

Another aspect studied by the school staffs was the effectiveness of these programs to the assessment strategies of KERA. The chart below indicates which programs contain strategies or activities that relate to writing portfolios, math portfolios, performance events, and open-ended responses.

Primary Interface of High[5] Programs with Assessment Strategies

Program	Writing Portfolios	Mathematics Portfolios	Performance Events	Open-Ended Responses
Algebra Project	•	•	•	•
Children's Express	•			
Cooperative Discipline				
Cooperative Learning			•	
EPIC	•	•		
FOKUS	•	•	•	•
Foxfire			•	
Homework	•	•	•	•
HOTS		•	•	•
Integrated Language Arts	•		•	•
Invitation to Invention	•	•	•	•
Job Shadowing			•	
Mathematics		•	•	•
MDC				
YES/Service Learning				
Peer Tutoring			•	•
PROMMISE				•
Science			•	•
Social Studies			•	•
Socratic Seminars			•	•
Writing to Learn	•		•	•
Youth Services Centers				

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Edna McConnell Clark Foundation and the Jefferson County Public Schools

Through the efforts of the Edna McConnell Clark Foundation and Jefferson County Public Schools, other organizations and programs came to the District during the years of 1989 and 1994. Even though some of those programs are no longer in the schools, their impact is significant within the schools. The chart indicates the programs that came to the District as a result of the Edna McConnell Clark Foundation.

Organizations Providing Support to Jefferson County Public Schools as a Direct Result of Their Relationship with the Edna McConnell Clark Foundation

Organization/Program	Purpose	Amount
Algebra Project	Training and materials in the Algebra Project	
Higher-Order Thinking Skills (HOTS) Project	Training and technical support in HOTS	
Developmental Studies Center/Child Development Center (CDP)	Training and materials in CDP for feeder elementary schools	$1.5 million
Talcott Mountain Science/Project PROMMISE	Satellite dish and instructional programs	$3,000
Alliance for Achievement/MDC, Inc.	Program development and technical support	$25,000
Louisville Third Century, Inc.	Job shadowing assistance	
Children's Express Foundation	Teacher stipends, materials	
Council for Basic Education	Teacher training, materials for Writing to Learn	
Effective Parenting Information for Children (EPIC)	Training and home coordinators	$28,000
Center for Early Adolescence	Training, information, and support	
National Staff Development Council	Technical assistance	
National Foundation for the Improvement of Education and Institute for Educational Leadership	Technical assistance, principals' workshops	
BEER Institute	Implementation of EPIC in feeder elementary schools	$3,000
MDC, Inc.	Developing a college-bound program	$25,000
National Center for Service Learning in Early Adolescence	Teacher training, support	
National Science Foundation	Summer academic camps	$170,000
Computer Curriculum Corporation (CCC)	Training and technical support	$90,000
Books Behind Bars	Teacher training	
ESS	Teacher stipend	
NFIE/Nike™/"Just Do It."	Student activities and incentives	$10,000
Kentucky Department of Education and the National Center for Service Learning/PALS/YES Program	Training and materials	$9,000
Drug-Free Schools and Communities Federal Activities Grant/ Project LEAD	Student activities and incentives	$139,680
Prichard Committee	Parent involvement pilot "Support Our Kids," building family-school-community partnerships in Kentucky	
Center for Study of Testing, Evaluation, and Education Policy, Boston College	Assessment training and technical assistance	
Education Matters, Inc.	Evaluation of schools' and District's middle school reform efforts	
The Education Resources Institute, The Higher Education Information Center	Develop awareness for middle school students of career and post-secondary options	
Louisville Science Center	Support for middle school teachers and students to learn physical science, chemistry, engineering, and mathematics	

Goal 1

Between the time disadvantaged youth leave Grade Five and enter Grade Ten, they will remain in school and complete the middle grades curriculum on time.

Our focus on staff development included programs and methods that stimulate student interest in the classroom and increase student academic performance. Programs such as Writing to Learn, Integrated Language Arts, and Cooperative Learning encourage students to explore new ways of learning, to remain in school, and to complete the curriculum on time. In addition, students who need additional help in their classwork receive assistance through Extended School Services, peer tutoring, and the Sports Club, a Saturday program for both male and female students who are progressing satisfactorily in their academic work.

While all programs may support more than one goal of the Edna McConnell Clark Foundation, programs and the supportive data for the collective effectiveness of the programs are presented in this report under the goal in which they have the greatest effect. It should be noted that this report is organized around the original goals of the Clark Foundation's Program for Disadvantaged Youth.

Programs and Initiatives

Cooperative Learning

In Cooperative Learning classroom activities, students assume responsibilities and tasks within a group in order to complete a performance event, learning activity, or objective. Students take ownership for their work and realize that it takes a cooperative effort to complete the tasks.

Writing to Learn

Writing to Learn enables students to develop their writing skills and at the same time reduces their fear of grades or failure. All three schools integrated this program across the curriculum, and writing is now a part of the curriculum in all content areas.

Integrated Language Arts

Integrated Language Arts is a program that includes language acquisition, speaking, listening, reading, and writing, using a value-based approach. Students develop the critical ability to understand language within a social context so that they can "make meaning" of systems of institutions, media, and cultural practices.

Shakespeare in the Classroom

In the Shakespeare in the Classroom Program, students present choral readings or produce a scene from a Shakespearean play. Students also study the period of the play through other art forms such as dance.

Goal 1

Books Behind Bars

The Books Behind Bars Program involves students and inmates from local prisons. Each group reads and discusses certain books. The purpose of the program is to expose students to good books in a way that benefits both the students and the inmates.

Foxfire

Students in the Foxfire Program design their own curriculum and course of study while the teacher serves as a facilitator. Students investigate topics and present the results of their investigation through such media as videos, shows, or plays. Foxfire is a product-oriented and performance-based program.

EPIC (*Effective Parenting Information for Children*)

The school component of EPIC focuses on three learning areas: self-concept; decision making; and rules, rights, and responsibilities. The program introduces these skills through activity-based instruction and integrates these skills in all content areas. The school component provides curriculum-based materials for teachers, and the parent component provides training for parents to help them more effectively work with their adolescent.

Peer Tutoring

In Peer Tutoring sessions, students help other students. This program encourages students to seek assistance from their peers with the intent that students will ask for help they might not request from a teacher. Students who provide the tutoring develop better self-esteem.

ESS (*Extended School Services*)

ESS is a KERA-mandated/-funded program designed to help students who need additional instructional time to attain expected competencies and academic success.

Sports Club

The Sports Club is a Saturday program—for both male and female students—which incorporates sport activities with achievement. Students volunteer for this program and receive academic tutoring. After the tutoring program, students engage in intramural sport activities. This program also encourages perfect attendance in school.

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Goal 1

Outcomes

Students' perceptions of school changed as a result of staffs' commitment to new practices and strategies, which created more positive learning atmospheres. These practices and strategies made learning enjoyable for students, and, as a result, students now like to come to school. When this change in attitude occurs, students become aware of the importance of school and concentrate on remaining in school. Students now believe they are responsible for content selection and are part of the decisions affecting them.

School-Based Planning Survey

(Percentage of Students Who Strongly Agree and Who Agree)

Positive Learning Atmosphere

	1994	1990*
Iroquois Middle	67	61
Southern Middle	58	60
Western Middle	62	55

** 1989 Not Available*

Like to Come to School

	1994	1990*
Iroquois Middle	56	54
Southern Middle	53	49
Western Middle	47	55

** 1989 Not Available*

Subjects Fit My Needs

	1994	1990*
Iroquois Middle	64	63
Southern Middle	58	61
Western Middle	60	61

** 1989 Not Available*

The changes in attitudes and expectations brought an increase in positive responses to "Positive Learning Atmosphere" and "I Like to Come to School." Students indicate that there is a change, and it is a positive experience for them. It is interesting to note that students did not change significantly in "Subjects Fit My Needs." Teachers and staff need to work together in order for students to realize how the subjects do in actuality fit their needs. Teachers need to emphasize how particular content areas apply to real-life situations.

Percentage of Students Spending Last Two Years in Project School, Completing Grades Six Through Eight Within Three Years

	1994	1990*
Iroquois Middle	100	99
Southern Middle	99	97
Western Middle	99	98

** 1989 Not Available*

Promotion Rates

	1994	1989
Iroquois Middle	98	93
Southern Middle	100	81
Western Middle	96	94

Percentage of Students Spending Last Two Years in Project School, Completing Grades Six Through Eight, Enrolling in a JCPS High School

	1994	1990*
Iroquois Middle	98	97
Southern Middle	98	96
Western Middle	100	95

** 1989 Not Available*

Due to the beliefs and dedication of the staff of each school, along with the new teaching strategies, more students are remaining in school and completing the curriculum on time. Teachers and staff strive to meet the needs of each individual student so that no student is retained.

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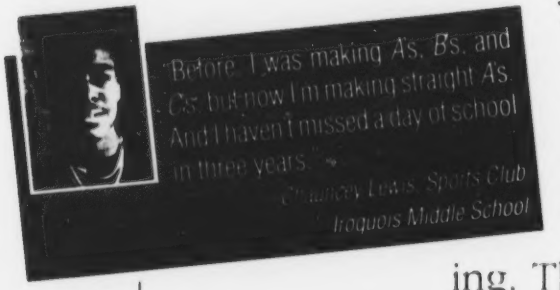
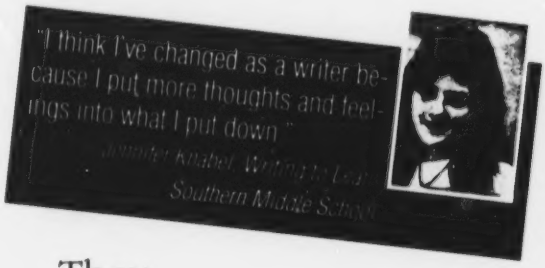
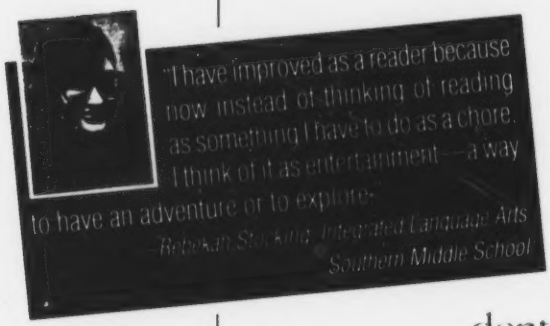
Goal 1


"Before, I was making As, Bs, and Cs; but now I'm making straight As. And I haven't missed a day of school in three years."
-Chauncey Lewis, Sports Club
Iroquois Middle School

"Cooperative Learning, Writing to Learn, and Socratic Seminars require a change in mind-set, a whole new perspective on teaching. These are career changes, not just a way one teaches."


"I think I've changed as a writer because I put more thoughts and feelings into what I put down."
-Jennifer Knabel, Writing to Learn
Southern Middle School

"Some of these programs have really given people some insight into new and better ways to teach students. ... They are familiar with things such as rubrics and some of the strategies that are being talked about in KERA."


"I have improved as a reader because now instead of thinking of reading as something I have to do as a chore, I think of it as entertainment—a way to have an adventure or to explore."
-Rebekah Stocking, Integrated Language Arts
Southern Middle School

"Various strategies...have helped students be more actively involved in their learning."

"Shakespeare Alive is a project that is a lot of fun. In the project we get to work with senior citizens. We learn things and they learn things, also. We learned how to interact with senior citizens."
-Shakespeare Alive
Western Middle School

"Three years ago, we were doing lots of writing, even before the Kentucky Education Reform Act; because of the training that our teachers were getting." **15**

Goal 2

Between the time disadvantaged youth leave Grade Five and enter Grade Ten, they will exhibit mastery of higher-order reasoning, thinking, and comprehension skills.

HOTS (Higher Order Thinking Skills), Socratic Seminars, Algebra Project, Writing to Learn, Integrated Language Arts, and MST (Math/Science/Technology) are programs that emphasize high content and higher-order thinking skills. Students apply these skills through application in the classroom or through extracurricular activities.

In addition to participation in new programs that emphasize high content and higher-order thinking skills, students receive the encouragement to compete with other middle schools in academic competitions such as Quick-Recall, Math Fairs, Science Fairs, and Odyssey of the Mind.

Programs and Initiatives

HOTS (*Higher Order Thinking Skills*)

Through computer technology, HOTS systematically engages students in the thinking process. Students participate in problem-solving activities that require conclusions based on their work. The teacher is the facilitator in this program, and the students determine the process.

Invitation to Invention

Invitation to Invention provides teachers or teams of teachers grants for teacher-developed curricula and activities that focus on high-content work for students. The criteria for these grants emphasize high content and problem-solving activities. Applicants must indicate how these activities extend beyond the textbook and classroom. The teachers evaluate each mini-grant at the end of the project to determine the effectiveness of the activity.

Algebra Project

The Algebra Project prepares all students for algebra in Grade Nine by introducing algebra concepts to students in unique ways. Students experience innovative ways of learning algebra through everyday activities and develop their own symbols for algebraic concepts through these experiences.

Socratic Seminars

Socratic Seminars require students to utilize problem-solving and decision-making skills through Socratic questioning and reasoning in order to draw conclusions or to understand concepts or ideas. Students participate in teacher-guided discussions of ideas and original works of literature and art. In this program students learn to respect others and their opinions as well as have the opportunity to express their own ideas.

Goal 2

Children's Express

In Children's Express students learn to gather, report on, edit, and comment on current issues. Students then perform as reporters and editors as they present the news from their own perspectives.

Foxfire

In the Foxfire Program the teacher serves as a facilitator, and students design their own curriculum and course of study. Students investigate issues and topics, and the results are presented through videos, shows, or plays.

MST (*Math/Science/Technology*)

The MST Program networks with the Louisville Science Center to enable students to apply their learning to real-life situations. Students do performance events that center around concepts used in the museum or the local school community.

Academic Competitions

Odyssey of the Mind, Governor's Cup, Quick-Recall, Problem Solving, and Math Bowl enable students to participate in extracurricular activities with other middle school students. These activities reinforce reasoning and enable students to apply these skills competitively.

Outcomes

As a result of KERA, Kentucky and the Jefferson County Public Schools use KIRIS (Kentucky Instructional Results Information System) scores as a form of measurement of student success. Students are categorized as Novice, Apprentice, Proficient, or Distinguished in regard to Learner Expectations. The goal is for all students to progress to the Distinguished level.

Goal 2

Percentage of Students in Each Performance Level in Reading

	Novice		Apprentice		Proficient		Distinguished	
	1994	1992	1994	1992	1994	1992	1994	1992
Iroquois Middle	20	37	71	59	9	3	0	0
Southern Middle	26	48	69	50	4	2	0	0
Western Middle	15	43	78	56	7	1	0	0

Over the three years of the KIRIS testing, each of the schools had more students progress to the Apprentice and Proficient levels. Even though no students were in the Distinguished level, teachers and administrators believe the High[5] programs contributed to the progress made in reading.

Percentage of Students in Each Performance Level in Mathematics

	Novice		Apprentice		Proficient		Distinguished	
	1994	1992	1994	1992	1994	1992	1994	1992
Iroquois Middle	67	72	22	21	6	5	5	2
Southern Middle	79	81	17	14	4	4	1	1
Western Middle	46	86	32	12	13	1	9	0

Students progressed toward the Distinguished level in mathematics, and each school had a percentage of students in the Distinguished level. Teachers believe that using hands-on activities and real-life, problem-solving techniques contributed to the improved student performance.

Percentage of Students in Each Performance Level in Science

	Novice		Apprentice		Proficient		Distinguished	
	1994	1992	1994	1992	1994	1992	1994	1992
Iroquois Middle	66	76	33	24	1	0	0	0
Southern Middle	78	84	22	16	0	0	0	0
Western Middle	66	87	33	13	0	0	0	0

In the area of science, there is an increase in the percentage of students progressing from the Novice to the Apprentice level. However, there is not a significant progression of students to the Proficient and Distinguished levels. Teachers are now exploring different approaches for teaching science, with greater emphasis on hands-on activities.

Percentage of Students in Each Performance Level in Social Studies

	Novice		Apprentice		Proficient		Distinguished	
	1994	1992	1994	1992	1994	1992	1994	1992
Iroquois Middle	43	49	51	46	6	5	1	0
Southern Middle	58	68	39	29	3	3	0	0
Western Middle	35	71	54	27	10	1	1	0

More than 50 percent of Iroquois and Western students and 39 percent of Southern students now score on the Apprentice level. Even though this is a positive progression, teachers and staff are examining new teaching techniques to integrate into the curriculum to help students advance to the Proficient and Distinguished levels.

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Goal 2

Each year, the three High[5] schools administered an Attitude Survey to measure students' perceptions of the academic offerings at Iroquois, Southern, and Western. Students rated the academic programs and the challenges these programs offered.

School-Based Planning Survey *(Percentage of Students Who Strongly Agree and Who Agree)*

Strong Academic Program

	% Change	1994	1989
Iroquois Middle	+2	80	78
Southern Middle	+4	73	69
Western Middle	-3	78	81

Encouraged to Their Potential

	% Change	1994	1990*
Iroquois Middle	0	78	78
Southern Middle	+2	77	75
Western Middle	+1	77	76

*1989 Not Available

Since 1989, students have changed their perception of the academic offerings at Iroquois, Southern, and Western but have not changed as much in feeling that they were encouraged to their potential. Not only do students need to believe schools have stronger academic programs, but they should also believe they are challenged to do their best. Western students viewed their program not as strong but did feel teachers encouraged them to their potential. These increases are not as high as desired, but the staffs of each school realize changes in perceptions may require a longer period of time.

Percentage of Students Enrolling in X102 (Algebra I) or Higher as Ninth-Grade Students

	1994*	1994	1992
Iroquois Middle	85	83	77
Southern Middle	72	68	56
Western Middle	50	50	40

*Students in Program for 3 Years

The first column indicates the percentage of students who enrolled in a project school for the last two years, completed middle school on time, and enrolled in algebra in the ninth grade, while the other two columns indicate the percentage of the general population in each school taking algebra in the ninth grade. Each of the three schools experienced an increase in the number of students taking algebra in the ninth grade. However, there was even a greater increase in the number of students taking algebra in the ninth grade at Iroquois and Southern if they were enrolled in the program for two years. Overall, 67 percent of the students who spent the last two years in a project school and completed the eighth grade on time enrolled in algebra or a higher-level mathematics course in one of the high schools in Jefferson County. Western Middle's increase in mathematics scores on the KIRIS does not correspond with the percentage of students enrolling in algebra. Plans are presently being made to track the students as they enter the ninth grade to determine if student schedules are changed once they reach the ninth grade and, in fact, if more of the students may be enrolled in algebra.

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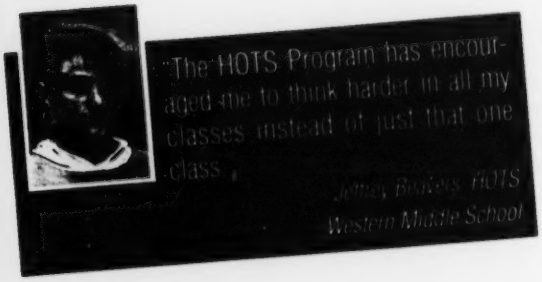
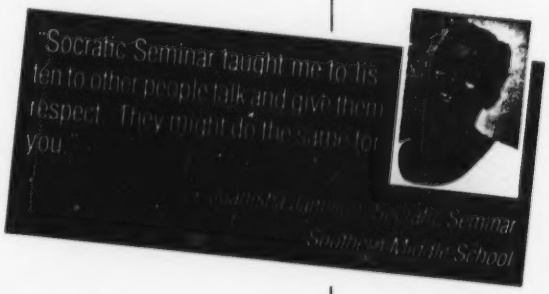
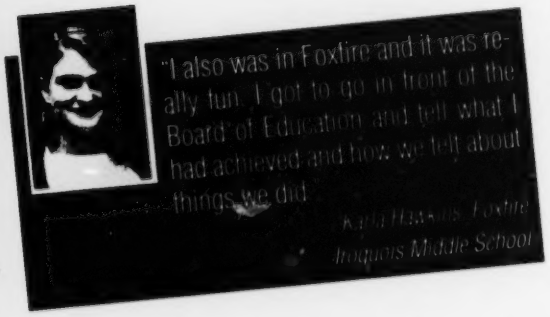
Goal 2


"The HOTS Program has encouraged me to think harder in all my classes instead of just that one class."
Jeffrey Beckers, HOTS
Western Middle School

"Students feel more challenged by the type of strategies used by the staff."

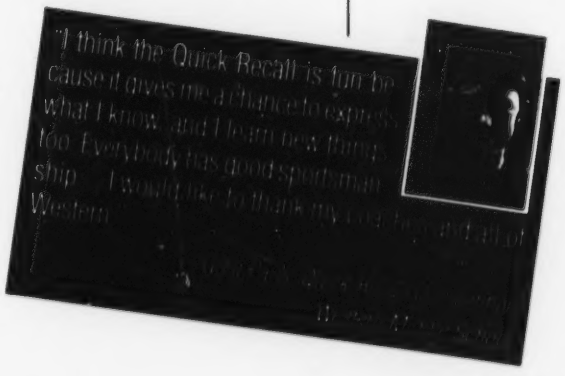
"A lot of changes have taken place in establishing a teaming atmosphere...things that help students achieve. That's why we are doing them."


"Socratic Seminar taught me to listen to other people talk and give them respect. They might do the same for you."
Socratic Seminar
Southern Middle School


"I also was in Foxfire and it was really fun. I got to go in front of the Board of Education and tell what I had achieved and how we felt about things we did."
Foxfire
Iroquois Middle School

"Teacher expectations really are higher and I think students are feeling that."

"In the beginning of the grant, we discovered that most of the faculty did not think our students could learn. Now, not only do teachers think students can learn, but can do higher-order thinking skills."


"I think the Quick Recall is fun because it gives me a chance to express what I know and I learn new things too. Everybody has good sportsmanship. I would like to thank my
Western

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Goal 3

Between the time disadvantaged youth leave Grade Five and enter Grade Ten, they will exhibit improved self-esteem, self-efficacy, and attitudes toward school and schoolwork, as a result of regularly engaging in supportive interactions with adults.

The High[5] schools focus on improving self-esteem, self-efficacy, and attitudes of students toward school through supportive interactions with adults. These schools believe that improved self-esteem and attitude will bring changes in academic achievement; therefore, adults of the school and community have made a commitment to work with students in order to foster self-esteem in students and to help them achieve at high academic levels. The adults in the school and community serve as mentors to students and interact with the students on a daily, weekly, or monthly basis. School staff meet with students on an individual and group basis to seek ways to make students comfortable in learning and in exploring ways to grow as individuals. Community leaders meet with students to serve as role models, to assist in career choices, and to give students encouragement to complete school.

Students also interact with adults through after-school and Saturday programs. Many of these collaborations are related to sports activities and programs. Students are encouraged to complete their schoolwork and to attend school in order to participate in these programs.

Students receive recognition for "a job well-done" as well as the traditional recognition for achievement and attendance.

Programs and Initiatives

Recognition Programs

Recognition programs provide opportunities for schools to acknowledge students for their accomplishments. Special efforts are made to reach students who previously received little recognition. Along with Honor Roll presentations, recognition luncheons, and honors banquets, there are such activities as "Student of the Month" and "Gotcha Being Good." Incentives include a broad spectrum—from special cookies from the lunchroom to academic jackets.

Corporate Connections

Each of the High[5] schools has corporate partners. Each partnership focuses on the unique needs of the individual school and includes tutoring, job-shadowing experiences, career information for students, and mentors to students.

Youth Services Centers

Youth Services Centers are located in each of the schools and are funded by state grants through KERA but work collaboratively with the programs and initiatives of the Edna McConnell Clark Foundation Grant. These Centers provide assistance for students and families in eliminating barriers to learning and focus on meeting the needs of the students and their families.

Goal 3

Peer Mediation

The Peer Mediation Program trains students as conflict managers under the guidance of adults. Through this program students are empowered to solve conflicts among their peers.

EPIC *(Effective Parenting Information for Children)*

The home component of EPIC focuses on parenting workshops that encourage good parenting skills such as communicating, listening, caring, setting examples, and setting rules. These workshops focus on building positive self-esteem in parents and children as well as on helping parents and students grow together. Through these workshops parents and children learn ways to effectively communicate with one another.

Bridge to Success

The Bridge to Success Program uses activities that help sixth-grade students make the transition from elementary to middle school. The emphasis of this program is on students' becoming independent learners.

YES *(Youth Exploring Service)*

YES is a service learning project in which students volunteer to help in the community. Students volunteer in hospitals and nursing homes by reading to patients, by taking care of minor needs, and by helping with some of the routine tasks. Through this interaction, students gain a sense of self-worth as well as contribute to society. In addition to these activities, middle school students work with high school students to present plays and puppet shows to the elementary students. These presentations focus on students' staying in school and completing their education. This interaction with students at all grade levels builds a positive self-image in students.

Goal 3

Outcomes

High[5] students have received more recognition in the District and region than in previous years. Students in each of the schools are more confident in themselves and feel more comfortable in competing with other school teams. Students now are eager to participate in Odyssey of the Mind, Math Bowl, and Science Fairs, and students generally place in the regional competitions in each of the competitions.

In the last several years, more students were recognized for the Whitney Young Scholars Program. Whitney Young Scholars is a special program for minority students, which includes extracurricular activities for students and parents that lead to enhancement of the academic achievements in the classroom.

School-Based Planning Survey (Percentage of Students Who Strongly Agree and Who Agree)

Students Want to Learn.

	% Change	1994	1990
Iroquois Middle	+2	90	88
Southern Middle	+5	92	87
Western Middle	-2	88	90

*Item Not on 1989 but on 1990 Survey

School Is Important.

	% Change	1994	1990*
Iroquois Middle	0	79	79
Southern Middle	0	79	79
Western Middle	+3	81	78

*Item Not on 1989 but on 1990 Survey

There is an increase in the percentage of students indicating they want to learn but very little change in students feeling that school is important. This lack of change supports another previous response in which students indicated little change in the feeling that their subjects fit their needs. These schools will use career awareness, job shadowing, and mentoring programs to stress the importance of school and appropriate curricula.

Goal 3

Most Students Obey the School Rules.

	% Change	1994	1990
Iroquois Middle	+16	42	26
Southern Middle	+13	41	28
Western Middle	+11	46	35

*Item Not on 1989 but on 1990 Survey

I Obey the School Rules.

	% Change	1994	1990*
Iroquois Middle	-1	74	75
Southern Middle	0	71	71
Western Middle	+2	73	71

*Item Not on 1989 but on 1990 Survey

I Tell My Friends I Have a Good School.

	% Change	1994	1990*
Iroquois Middle	+30	57	27
Southern Middle	+13	38	25
Western Middle	+8	53	45

*Item Not on 1989 but on 1990 Survey

Approximately 40 percent of the students in all three schools feel that most students obey the school rules and that they have a good school. In the 1989 survey, less than 30 percent of the students had this perception. The students did not change significantly in responding to obeying the school rules as individuals. Often changes are seen in others before they are realized as an internal change. Therefore, students could visually see a change in the attitudes and expectations and could perceive those changes in other students, but they see themselves as remaining the same.

The entire school community in each school is meeting the challenge to help students learn, to feel good about the schools, and to know school is a place where they continue to work and grow, both physically and mentally.

Quality of School Life (QSL) Scale (Percentage of Students Rating School as Average/Above Average)

		% Change	1992-93	1990-91
Iroquois Middle School	Total QSL	+5	64	59
	Satisfaction with School	+13	58	47
	Commitment	+8	64	56
	Reaction to Teachers	+7	67	60
Southern Middle School	Total QSL	-1	70	71
	Satisfaction with School	-5	55	60
	Commitment	-5	67	72
	Reaction to Teachers	+7	75	68
Western Middle School	Total QSL	-5	69	75
	Satisfaction with School	+2	61	59
	Commitment	-4	68	72
	Reaction to Teachers	-12	65	77

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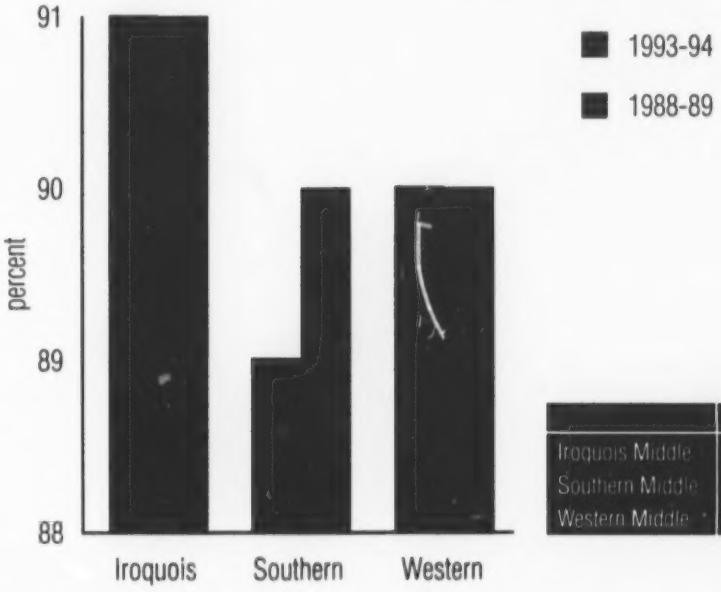
Goal 3

It is difficult to analyze why the percentage of students who responded with average or high ratings did not remain constant or increase during the years of the survey. Since these surveys are generally given to a random sampling of students, it could be that the samples did not reflect the attitude of the general population. It should be noted that the School-Based Survey does survey all students and reflects a more positive attitude toward school, satisfaction with the school, and commitment to school.

Percentage of Student Attendance

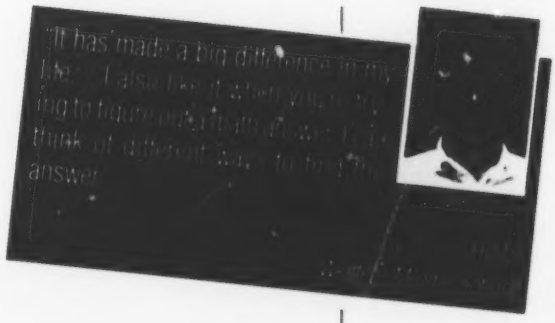


	1993-94	1988-89
Iroquois Middle	91	91
Southern Middle	89	90
Western Middle	90	90

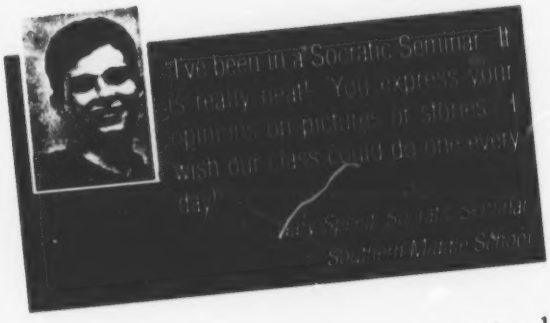
There appears to be little change in student attendance since 1989. However, it is important to note how attendance is calculated. In 1989 students were withdrawn from school and were re-enrolled upon their return if they were ill over several days. This method is no longer used, and students remain on the school roster. This new method lowers the percentage of attendance but gives a more accurate account of the number of students who are actually in attendance.

Goal 3

"We used to say we needed role models. We now have learned that we had them all the time. The qualities were already there; we needed to bring out the best in each one of our students."



"Combining classroom instruction and the service event makes sense—not just to me, but to the students, too."


"I've been in a Socratic Seminar. It is really neat! You express your opinions on pictures or stories. I wish our class could do one every day."

"...a great opportunity for students and for adults to see the many benefits of service—not just for the people we serve but for ourselves."

"We also have Teacher-Based Guidance, EPIC, and Peer Mediation. All of these programs enable students to work out the disputes themselves. If they can't deal with it, then we step in and help, but basically we are saying, 'This is your life.'"

Goal 4

Between the time disadvantaged youth leave Grade Five and enter Grade Ten, they will understand how different curricula can affect their career and/or post-secondary education options, and they will select programs of study that will enable them to pursue their choices.

Through the Edna McConnell Clark Foundation, the three High[5] schools linked with Louisville Third Century, Inc., an organization of approximately 400 business and professional members dedicated to improving the quality of life in Louisville. In the beginning of the grant, the teachers at the three schools explored and experienced many of the companies and industries in Louisville through speakers and/or visits to various companies. Teachers learned the skills that were necessary in various occupations. These skills are introduced to students in the sixth grade. In addition to this activity, eighth-grade students participate in a job-shadowing program.

Job shadowing is one of the most rewarding experiences for students and teachers. Through these contacts with businesses and professionals, students realize the increased need for education and the skills needed for careers. Businesses also take a special interest in students after the job-shadowing experience, and many now serve as mentors to the students.

Other initiatives such as career days, monthly business luncheons, college and high school visitations, and motivational speakers from the community allow sixth- and seventh-grade students to interact with adults and to ask questions regarding careers and the skills needed for those careers.

In addition, various organizations, companies, and retired groups serve as mentors for students in the schools. These mentors take a personal interest in the students and encourage students to remain in school and continue their education.

All of these activities develop a sense of self-worth and self-esteem in students in addition to helping students gain an understanding of the link between education and careers.

Programs and Initiatives

Career Awareness

Students become aware of career choices and the skills needed for these careers through monthly business luncheons with guest speakers from the community. Business leaders visit weekly to talk with students about skills in their areas of work.

MDC, Inc.

MDC focuses on eighth-grade students and encourages these students to complete post-secondary training. Activities include teacher training, eighth-grade tutoring, and collaborative meetings among the high school, middle school, and college. Also, students receive scholarships for post-secondary education as incentives.

Job Shadowing

In the 1993-94 school year, every eligible eighth-grade student participated in job shadowing at least once. Approximately 80 companies are active in this program.

Goal 4

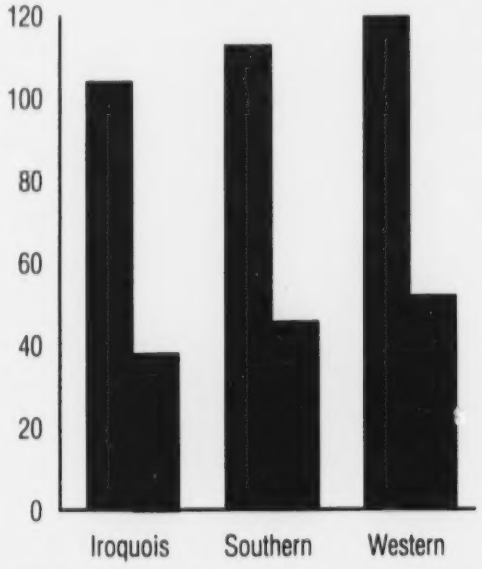
Companies/Organizations Participating in Job Shadowing

Actors Theatre of Louisville
Alliant Health System
Baptist Hospital East
Bellarmine College
Bernheim Forest
Blue Cross and Blue Shield of Kentucky
Boy Scouts of America: My Old Kentucky Home Council
Brown, James Graham, Cancer Center
Brown and Williamson Tobacco Corp.
CASA (Court-Appointed Special Advocate)
Commonwealth Convention Center
Conforma Clad
The Courier-Journal
Courtyard by Marriott
Cumberland Federal Bank
Dairymen, Inc.
Derby Dinner Playhouse
Executive Inn
FAA Facilities
Flav-O-Rich
Ford Motor Company: Louisville Assembly Plant
Ford Motor Louisville Truck Plant
Franklin & Hance, PSC
Future Federal
General Electric Company
Great Financial Federal
Humana, Inc.
Indiana University Southeast
Jacob Elementary School
Jefferson County Public Schools VanHoose Education Center
Kentuckiana Transport
Kentucky Air National Guard
Kentucky Center for the Arts
Kentucky Derby Museum
Kentucky Fair & Exposition Center
Kentucky Opera
Kentucky School for the Blind
KFC Corporation
KODA (Kentucky Organ Donor Affiliates)
Landrum & Shouse Attorneys
Liberty National Bank
Louisville Area Chamber of Commerce
Louisville Ballet
Louisville Board of Aldermen
Louisville Housing Authority
Louisville/Jefferson County Office for Economic Development
Louisville Orchestra
Louisville Science Center
Louisville Visual Art Association
Louisville Water Company
Louisville Zoo
Market Share, Inc. MSI
Metro United Way
National Weather Service
Naval Ordnance Station
PNC Bank$_{SM}$
Portland Museum
Providian Corporation
Rally's
Ran-Paige Company
Rauch Planetarium
Regional Airport Authority of Louisville
Rohm and Haas Kentucky
Seven Counties Services
Solid Waste Management
Spalding University
Stage One: The Louisville Children's Theatre
Suburban Medical Center
The Seelbach Hotel
TKR Cable
United Calalysts Inc.
United Parcel Service
United States Postal Service
University of Louisville
United States Army Corps of Engineers
Vulcan Hart
WHAS 11
WHAS/WAMZ Radio

Goal 4

Outcomes

Percentage of Eighth-Grade Students Participating in Job Shadowing



	1994	1991
Iroquois Middle	104	38
Southern Middle	113	16
Western Middle	120	52

In 1991 less than 50 percent of the High[5] students participated in job-shadowing experiences. As the success of this program increased and students and teachers realized the significance of job-shadowing experiences, students requested to participate in job-shadowing. Companies and businesses also realized the significance of this program and volunteered to host students several times a school year. This program directly linked the business community with the schools.

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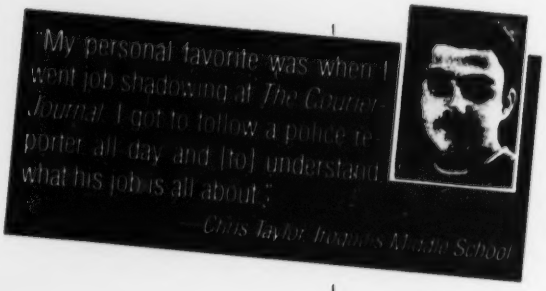
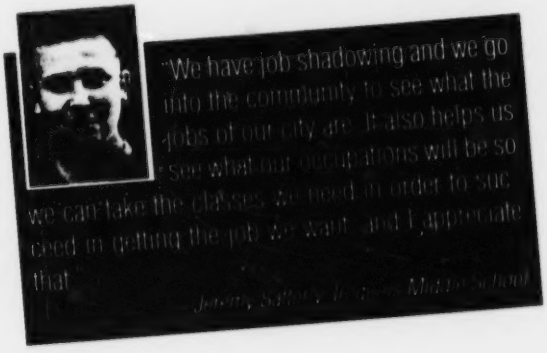
Goal 4

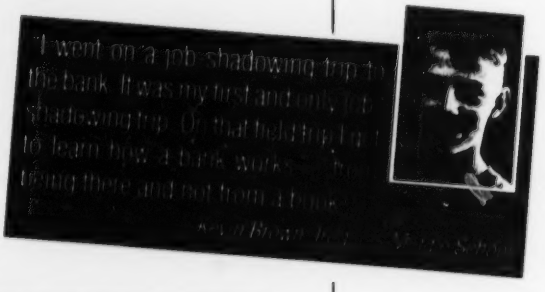
"Through job shadowing, students were able to shadow different employees in businesses. These opportunities ranged from forestry to lawyers."


"My personal favorite was when I went job shadowing at The Courier-Journal. I got to follow a police reporter all day and [to] understand what his job is all about."
Chris Taylor, Iroquois Middle School


"We have job shadowing and we go into the community to see what the jobs of our city are. It also helps us see what our occupations will be so we can take the classes we need in order to succeed in getting the job we want, and I appreciate that."

"Job shadowing has made students understand how different curricula can affect their career and educational choices."

"One of the nicest things in our school is that teachers truly do believe that all students can learn, and what is even neater than that, more of our students feel the same way."


"I went on a job shadowing trip to the bank. It was my first and only job shadowing trip. On that field trip I learned how a bank works by being there and not from a book."

"Teachers have willingly accepted the exceptional child into their classroom, and because the teachers have higher expectations, these students are succeeding."

Reflections

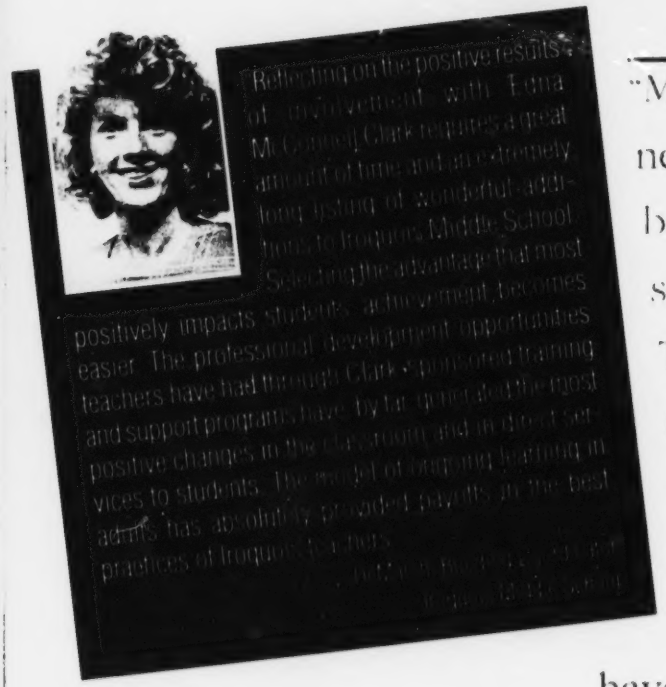
Teachers, staff, Central Office personnel, and school administrators have evaluated the efforts of the Edna McConnell Clark Foundation at the three High[5] schools and have learned the importance of staff development. In addition, they have found there is a need for more programs and activities that focus on practical, real-life, and hands-on experiences for students. In the classroom, teachers still need to emphasize the importance of school and how the curriculum relates to the students.

Socratic Seminars, the Algebra Project, Children's Express, Foxfire, HOTS, Cooperative Learning, and Cooperative Discipline are instructional processes and strategies that improve teachers' attitudes, content knowledge, and instructional methodologies. The Algebra Project and Children's Express were modified to better fit the needs of the students and teachers of the schools. As a result of these initiatives, teachers work collaboratively in the same classrooms and adjust their lessons to fit the needs of every student.

However, while most teachers took advantage of the training opportunities provided through the grant and the District, some teachers did not; consequently, their classroom learning environments are not changing as rapidly as those of the teachers who participated in the staff development. However, KERA and the effectiveness of the other teachers in the schools help these teachers see the potential of training, and more of these teachers are making the commitment for change.

Other practices need to be strengthened and modified. These practices include the move from interdisciplinary teaming to interdisciplinary teaching. Also, the common planning time designated for interdisciplinary teaming needs to be used more efficiently and effectively for joint planning and for the development of thematic units. More attention needs to be given to alternative scheduling to fit the needs of thematic units and teachers' need for time. Efforts are continuing on the transition of students from Grade Five to Grade Six and from Grade Eight to Grade Nine.

In Conclusion



"Many (teachers) were negative because they believed that it was just somebody's 'baby.' They did not believe that the goals could or would be attained. Most of these attitudes and beliefs have been dashed. Even the most resistant have come around. Education and knowledge are the best motivations, and teachers have been enlightened."

"The High[5] Project will have significance and impact beyond its life because it is providing skills to use in the real world. It also gave many of us very useful training that will be used long after the life of High[5] and the grant."

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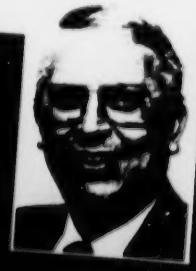
In Conclusion

"A completely different aura surrounded the school, staff, students, and community by the time I returned to Western as principal in 1992. The change in climate, practice, and attitude was immediately apparent. Clearly, staff development exposure to new ideas and the support of the Clark Foundation shaped the rebirth of pride and high expectations that are part of daily life now at Western Middle School. We truly do operate now with a sense that all of our students can and will learn with our professional assistance."

Mary Grace Jaeger, Principal
Western Middle School

"It was nice to come to the realization that participation in the High[5] Project helped us to be ahead of the game with KERA."



"When Iroquois, Southern, and Western middle schools began working on the High[5] Project in 1988, the staffs acknowledged their feelings of inadequacy in working with urban youth. Some of the factors that helped form this perspective include [illegible] System for being [illegible] among the students and [illegible] the school.

[illegible] the principal and [illegible] culture have been [illegible] teachers have had extensive staff development and support in [illegible] Actions for their students' [illegible]

[illegible] staff [illegible] all students [illegible] this student [illegible]

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1993-94 High^5 Project Planning and Implementation Team

Iroquois Middle School

Cheryl DeMarsh, Building Coordinator
Monica Richards, Teacher–Computer, Grades Six through Eight
Cheryl Rigsby, Teacher–Social Studies and Mathematics, Grade Six
Susan Shortt, Teacher–Mathematics and Science, Grade Six
Roberta Steder, Teacher–LD Resource

Southern Middle School

George Clemons, Principal
Vickie Mahin, Teacher–Language Arts, Grade Six
Carol Miller, Teacher–Mathematics, Grade Eight
Cathy Minogue, Teacher–ECE Resource, Grade Eight
Nancy Robison, Teacher–ECE Resource, Grade Eight

Western Middle School

Mary Grace Jaeger, Principal
Tommy Brown, Teacher–Mathematics, Grade Seven
Ann Costanzo, Teacher–Language Arts, Grade Six
Fanny Timmer, Teacher–Language Arts, Grade Seven
Linda Young, Librarian

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Monica Richards • Rosalind Scott • Fanny Timmer
Jefferson County Public Schools Materials Production Department

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